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ABSTRACT

This report for California's Cypress College reviews major accomplishments with respect to college goals for the 1995-96 academic year. Following an introduction and a list of institutional goals adopted at an August 1995 retreat, part 1 lists 14 campus-wide accomplishments and describes their impact. Part 2 reviews accomplishments and their impacts for the following 19 individual departments and/or services: library/vocational education; the college's Equal Opportunity Program; health sciences; the physical plant; admissions and records; the bursar's office; physical education; fine arts; science, engineering, and mathematics; instructional services; language arts; financial aid; the campus children's center; matriculation and student services; counseling; administrative and students services; the college foundation; business and computer information services; the vocational-technical division; and athletics. The final part is then divided into the following three sections: (1) a discussion of shared governance at the college, including a definition of shared governance, a description of its structure and the President's Advisory Cabinet (PAC), and a review of the PAC's functions; (2) information on the college's enrollment management efforts, including goals and targets for 1996-97 and a table showing objectives/strategies and related responsible parties, costs, funding sources, time lines, and the number of students targeted; and (3) the college's strategic plan, including an introduction, a list of committee members, and 32 goals related to building a college-wide learning community. A list planning assembly participants is included. (HAA)

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CYPRESS COLLEGE

1995-96 AT A GLANCE

ANNUAL YEAR-END REPORT

Building a College-Wide Learning Community

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Dr. Christine Johnson, President

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CYPRESS COLLEGE MANAGEMENT TEAM

Dr. Christine Johnson, President
Dr. Patricia Stanley, Executive Vice President

Dr. George Beloz, Affirmative Action Officer
Dr. Kay Bruce, Dean, Library/Learning Resources
Dr. Fred Calhoun, Director, Student Education Development
Mrs. Bonna Campellone, Dean, Health Science
Ms. Carlene Gibson, Dean, Admissions and Records
Mrs. Arnette Guyer, Director, Physical Plant
Mrs. Stephanie Hammond, Registrar, Admissions and Records
Mrs. Andrea Hannon, Director, Nursing
Ms. Renie Harter, Bursar
Ms. Diane Henry, Dean, Physical Education
Mr. Michael Jacobs, Dean, Fine Arts/SEM
Dr. Michael Kasler, Dean, Instructional Services
Mr. Richard McIntosh, Dean, Language Arts
Mr. Alberto Miranda, Manager, Maintenance and Operations
Ms. Marlene Miranda, Director, Financial Aid
Mrs. Diane Montano, Manager, Child Care Center
Ms. Kris Nelson, Coordinator, Matriculation
Mr. David Okawa, Manager, Bookstore
Mr. Tom Parisi, Dean, Adult Education
Mr. Bill Parmenter, Dean, Counseling
Mr. Tom Reeve, Dean, Social Science
Mrs. Gail Taylor, Executive Director, Foundation
Mrs. Christine Terry, Director, Disabled Students
Mr. Hank Tobler, Dean, Business/VoTech
Mr. Dick Van Voorhis, Director, Athletics

INTRODUCTION

The 1995-96 academic year was a remarkable year for Cypress College. We continued the theme of "Building a College-Wide Learning Community." Included in this Year-End Report are major highlights of our management/campus accomplishments during the 1995-96 academic year.

In Part I of the Report, we share our institutional goals as adopted at our annual Management Retreat in August of 1995. The information contained in this section of the report demonstrates how the Management Team worked collectively to enhance the administrative affairs of the college.

Part II of the Report offers a description of the individual accomplishments of the various divisions/departments of the college. This presentation reflects active involvement of the campus community in supporting the mission of the college.

Part III contains several documents pertaining to major aspects of the administration of the college. These documents provide information about the direction of the college for the next several years:

A. *Cypress College Shared Governance Model: Describes the approach we used to implement Shared Governance at Cypress College. This model was reviewed by all constituent groups on campus and received final approval at the President's Advisory Cabinet on April 10, 1996.*

B. *The Enrollment Management Plan for 1996-97: Outlines the college's effort to stabilize enrollment and provide comprehensive instructional programs and services to students attending Cypress College. The Enrollment Management Plan was adopted by the President's Advisory Cabinet on June 13, 1996.*

C. *The Cypress College Strategic Plan: Identifies five major institutional objectives for the college for the next several years. Specific work plans for each academic year will be developed and evaluated on an annual basis. The Strategic Plan was adopted by the President's Cabinet on June 13, 1996.*

Part I

Institutional Goals

INSTITUTIONAL GOALS

In August of 1995, Cypress College's Management Team held its annual Management Team meeting. At this meeting, we adopted 24 institutional goals. We decided to monitor the accomplishment of our goals throughout the 1995-96 academic year. An overview of the 1995-96 institutional goals and our assessment of the extent to which these goals were accomplished are as follows:

GOALS	ACCOMPLISHMENT REMARKS
Establish an environment which promotes trust, support and teamwork.	Implemented
Promote our college as an institution of higher learning to our community.	In Progress
Establish a staff position which would eventually be self-supporting to generate outside resources.	Not Implemented
Establish an organizational structure whereby there is stability so that instructional change/direction can be implemented.	In Progress
Develop a total team concept which would give the college stability and promote staff morale.	In Progress
Make Cypress College a center of learning known for its commitment to students and the community.	In Progress
Replace library books, student desks, student furniture for the halls and new equipment for all students where needed.	In Progress
Communication connection with the community and corporate world.	In Progress
Increase availability and use of computer-based systems and other innovative instructional technology in all courses to facilitate critical thinking and quality education.	In Progress
Establish a position for Institutional Researcher.	Not Implemented
Develop a strong leadership plan that will allow for continuity and benefit all Cypress College staff.	Implemented
Develop the system which allows a student to enroll at either Cypress or Fullerton College and have only one (NOCCCD) student number.	Not Implemented
Develop and maintain programs, technology, innovation and outreach efforts.	Implemented
Define and implement what is and is not under our control as managers.	In Progress
Define shared governance and the direction(s) for the college within district policy.	Completed
Re-allocate resources to maintain quality programs and instruction.	In Progress
Increase college awareness in the community by coordinating a College Awareness weekend at the local mall.	Not Implemented
Open a food court facility with a full-service food service selection and community-based catering program.	Not Implemented
Have the Foundation be at the core of our campus to provide direct support to the students and instructional programs.	Completed
Consolidate student services into a single convenient location.	Partially Completed
Initiate marketing efforts, budget deliberations, intramural sports activities and counselor recruitment in ACE classrooms.	Completed
Finalize the NOCCCD Priority Registration Policy and include DSPS, EOPS, and Athletics.	Completed
Develop a code of ethics for faculty, staff, and students.	Not Implemented
Have the Child Care Center play a greater role in providing students with an opportunity to utilize the center as an extension of their class studies.	Not Implemented

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Campus-Wide Accomplishments

SIGNIFICANT ACCOMPLISHMENTS

CAMPUS

The following campus-wide programs/activities were established, accomplished or initiated during the 1995-96 academic year

1. Retrofit of Piazza was funded.
2. Shared Governance model was adopted.
3. Partnership with local high school districts, city governments and community agencies were established.
4. Campus-wide initiatives to stabilize enrollment were initiated and a formal plan adopted.
5. Long-range strategic plan was developed and specific administrators assigned responsibilities for monitoring the accomplishments of the goals.
6. Campus-wide participation in the development of the District Master Plan.
7. Instructional program innovations were established.
8. Campus-wide operational procedures manual was planned, compiled and distributed.
9. Major deferred maintenance projects were funded.
10. Capital campaign for technology was initiated by Cypress College Foundation.
11. International education programs were expanded.
12. An all college colloquium was conducted and campus-wide work plans were developed and implemented.
13. Management Leadership Development Program was established.
14. New Faculty Teaching and Learning Academy was established.

IMPACT:

Communication between administration and constituent groups has improved. Major stockholders are aware of the general direction of the college and feel empowered to actively participate in the governance of the institution.

Part II

Individual Departmental Accomplishments

SIGNIFICANT ACCOMPLISHMENTS

In addition to the institutional goals, significant accomplishments were made in the various divisions and departments throughout the 1995-96 academic year.. The next section of this report highlights major accomplishments by divisions at Cypress College.

LIBRARY/ VOCATIONAL EDUCATION -- KAY BRUCE

Significant Accomplishments: Strengthened overall delivery of library services and external resource development

1. Hired two librarians, one reference and one systems.
2. Hired two library technicians.
3. Purchased $38,413 new books and materials through special funds and grants.
4. Purchased Internet access through California State Fullerton Network.
5. Acquired five new Pentiums with CD-ROMS for Internet use.
6. Reviewed a state Fund for Instructional Improvement grant for the second year.
7. Developed campus technology plan.
8. Increased the level of external dollars coming into the college.

Impact:

With the new librarians and support staff, the students and faculty at Cypress College will be served at a higher level with more access to resources. Our goal to utilize technology for information processing is moving towards a reality. Programs throughout the campus benefitted from external dollars coming into the campus.

SEDC/EOPS -- FRED CALHOUN

Significant Accomplishments: Maintained a consistently high rate of success and retention of EOPS students

1. Participated at Orange County Business Council Partnership Seminar, recruited at Family Self Sufficiency Job and Resource Fair, local high schools, community shelters, community events, job fairs, shopping malls, and community centers. Assisted with campus financial aid orientations.
2. Created a multi-media computer lab; complete with various types of independent learning software.
3. Continued the community tutoring program at area elementary, junior high and high schools in an effort to present a strong image of the Cypress College campus to the communities it serves.
4. Strengthened employment opportunities for over 70 students through internships, work study, and hourly positions.
5. Strengthened curriculum by offering more classes (Peer Advising class, Counseling 140). Also, established a Math course with tutors present in the classroom and lab.
6. Increased EOPS counseling staff.
7. Developed new marketing materials (brochures, car-wash displays, contact sheets).
8. Participated in the planning and development of the Family Self Sufficiency Job and Resource Fair, and Region VIII CARE Conference.

Impact:

A. Increased the awareness of our campus and contributed to campus enrollment by 364 new students in 1995-1996.
B. Enhanced the opportunity for student success by providing students with the tools and assistance necessary for independent learning at Cypress College.

HEALTH SCIENCE – BONNA CAMPELLONE

Significant Accomplishments: Strengthened curriculum and support programs in health science

1. All departments were active participants and contributed to the Biology/Health Science Student Services Grant. Faculty attended workshops, colloquia, planning meetings, and presented to the Board of Trustees.
2. Health Science departments participated in a VATEA Grant for $18,300 to maintain access to the Health Science computer classroom.
3. Health Information Technology faculty were active participants in the Tech Prep Grant and offered two classes to high school students.
4. Mortuary Science Department received a Hilgenfeld Grant for $7,250 for program enhancement.
5. Dental Hygiene received a VATEA Grant for $4,950 to provide language Interpreter service for the Dental Hygiene Clinic patients.
6. Nursing received a VATEA Grant for $21,660 for Open Nursing Skills Lab project.
7. Psychiatric Technology received a VATEA Grant for $10,940 to provide computer technology in the clinical component of the Project Prometheus program.
8. Dental Hygiene Department included an Internet component in the Dental Specialities course.
9. Mortuary Science received a new van to replace the 1976 van used for program transportation.
10. Nursing faculty accomplished writing the Instructional Quality Assessment report as well as the California Board of Registered Nursing Self Study Accreditation Report.
11. Psychiatric Technology faculty implemented a unit on "Sexual Harassment", a computer program written by Dr. Jeanne Higgins.
12. 100% of the student's (32) passed the Radiologic Technology state license exam.

Impact:

A. Increased communication, collaboration, articulation, and integration of content, provided faculty new opportunities to improve teaching strategies, share teaching materials, and improve student success strategies.
B. Increased articulation between the college and high schools to provide high school students with college credit toward Health Science prerequisite classes.
C. The students and faculty are using technology effectively and are working hard to keep up to date.

PHYSICAL PLANT – ARNETTE GUYER AND ALBERT MIRANDA

Significant Accomplishments: Strengthened facilities and programs

1. Established Interruptible Rate on electrical for significant savings.
2. Implemented team cleaning and improved the quality and quantity of services.
3. Reorganized the Food Services by joining with the Culinary Arts program.
4. Constructed the new centralized evening Counseling Center to improve delivery of services.
5. Distributed information packets to staff regarding student's right to know, safety, parking, and security.

Impact:

A. The savings from the interruptible rates tremendously benefit our campus budget.
B. Implementing of team cleaning has immensely improved the quality of services to students and staff.
C. With the reorganization of Food Services, the service and financial contributions of the department have increased.
D. The centralized evening Counseling Center has improved the delivery of services to students.
E. The distribution of information packets to staff has given staff essential information safety, parking, and security.

ADMISSIONS AND RECORDS -- STEPHANIE HAMMOND

Significant Accomplishments: Enhanced the overall efficiency and quality of services to students, faculty and staff

1. Redesigned "Permit to Register" to offer credit card payment option for students.
2. Modified STAR to list sections of classes added since the printing of the class schedule.
3. Removed the front counter windows in the Admissions and Records office to create a more student friendly environment.
4. Accepted credit card payment in the Admissions and Records office for all services.
5. Implemented an optical scanning process for record storage and retrieval.
6. Conducted analysis (outside consultant) of Admissions and Records operations. Some of the recommendations are already being implemented.

Impact:

Improved service to students, enhanced cost-effectiveness, and responded to Education Code Title 5 compliance issues.

BURSAR'S OFFICE -- RENIE HARTER

Significant Accomplishments: Enhanced the overall operation of the Cypress College Bursar's Office

1. Improved services to students by implementing credit card acceptance for registration payments as well as other payments to the Bursar's Office and Admissions and Records beginning with 1996 Summer Session.
2. Negotiated with Bank of America for placement of an ATM in the Humanities building along with $500 month rental income.
3. Selected a new accounting package for the Bursar's Office.

Impact:

A. Improved the registration process by implementing the credit card service to students.
B. Improved services to staff and students with the installation of an additional ATM.
C. Provided better service to the customers by selecting a new accounting package.

PHYSICAL EDUCATION -- DIANE HENRY

Significant Accomplishments: Strengthened office operations and programs in Physical Education and Associated Students

1. Established equipment budget priorities through shared governance and purchased priority items for program enhancement.
2. Oriented and trained two new Physical Education/Athletic Equipment personnel and a Division Office Manager.
3. Continued to pursue Gender Equity by adding Women's Golf.

4. Met with Regional Cal States and Community Colleges regarding articulation of Physical Education Courses.
5. Associated Students ratified new constitution, and sponsored various activities throughout the academic year:
    a. Red Ribbon Week
    b. Scholarship Reception
    c. Graduation Reception
    d. Campus Pride Day
    e. KinderCarminata (Entertainment)
    f. Blood Drive
    g. HIV Workshop
    h. Participated in Shared Governance

Impact:

Cypress College's Physical Education/Athletic Division continues to provide students with a variety of ways to maintain and improve fitness, through activity and theory courses. Students received scholarships and the campus received positive media attention. Associated Students provided numerous opportunities for students to participate in leadership activities on the campus.

FINE ARTS – MICHAEL JACOBS

Significant Accomplishments: Strengthened curriculum in Music and Theater Arts

1. Added two new courses and updated several existing courses.
2. Our production of the play, Assassins, was selected to be performed in the American College Theater Festival for consideration of being selected for performance at the Kennedy Center.
3. Hired three new faculty in the areas of Commercial Music, Theater Arts, and Graphic Arts.
4. Cypress College was selected as a new venue for the Imagination Celebration of Orange County.

Impact:

A. A new program will be developed in Commercial Music, the curriculum will be further developed in Graphic Arts and Advertising Design, and the Theater Arts Program will be enhanced in the area of Musical Theater.
B. Provided new opportunities for students in the area of Vocal Performance and the business aspects of the Commercial Music industry. Modified existing Theater Arts courses will enhance the production aspects and student/teacher contact.
C. Provided exposure of Cypress College's Theater Arts program. Provided opportunity for students and staff to be involved in a high level performance competition.
D. Provided exposure of Cypress College to the community, especially to the youth and their parents.

SCIENCE/ENGINEERING/MATH – MICHAEL JACOBS

Significant Accomplishments: Expanded staff, enhanced curriculum and improved support services to students

1. Completed development of new Biology Majors course sequence and have begun the process of its articulation with transfer institutions.
2. Finalized upgrade of the North Computer Center.
3. Hosted Orange County Regional Science Olympiad.
4. Completed work on Biology/Health Science Student Success Grant project (Bob Azen).
5. Hired a new Physics/Astronomy instructor.
6. Provided staff development opportunity for staff. Provides exposure of Cypress College to Orange County teachers and students.

Impact:

A. Students majoring in Biology will complete a new lower level division course sequence which is in line with that of the transfer institutions and which will enhance their chances of successful transfer. Academic support services to students were enhanced.
B. Students and staff have access to high level computer and Internet facilities.
C. Changes in Health Science related Biology courses enhanced the student's chances for success in the courses.
D. New curriculum was developed in Astronomy.

INSTRUCTIONAL SERVICES – MICHAEL KASLER

Significant Accomplishments: Strengthened access and quality of instructional programs

1. Increased access to curriculum for new and continuing students.
2. Expanded Opening Day Activities.
3. Enhanced activities by recognizing faculty and staff at classified luncheon.
4. Improved articulation with high schools and local school districts.
5. Coordinated a "Futures Conference/Workshop" which provided future direction for our college.
6. Improved communication with community and feeder high schools.
7. Strengthened evening supervision program.
8. Enhanced training for adjunct faculty.
9. Expanded dissemination of IQA reports and follow-up service.
10. Worked with Staff Development Coordinator to improve staff development programs (Colloquium, New Faculty Teaching and Learning Academy).
11. Developed directory to recognize faculty achieving tenure.

Impact:

Both internal and external communications have been improved through outreach activities. Involving and recognizing our faculty, staff, feeder high schools and business community improves our ability to promote our college. Expanding our course offerings attracts students to our campus, and is part of our image building activities.

LANGUAGE ARTS -- DICK MCINTOSH

Significant Accomplishments: Enhanced the quality of instruction in the Language Arts Division

1. Added one hour to English 60 courses to allow more time for supervised writing assignments/practice for this crucial pre-collegiate developmental writing class.
2. Completed remodel/installation of networked computers for Writing Center.
3. Instituted new/refined existing orientation meetings/mentoring for adjunct faculty in English, reading and ESL.
4. Strengthened journalism program with hiring of new, highly qualified instructor to provide leadership in building this program.
5. Implemented Puente Program (with new hire) to address special English needs of Latino students as regards transfer to four-year colleges/universities.

Impact:

Enhanced the college's ability to respond to the English writing needs of all under prepared students by implementing a variety of special intervention strategies designed to support individual needs. Enabled the college to more effectively integrate/assist the large number of adjunct faculty upon which we are dependent in these support individual needs. Strengthened an important academic/occupational program which has been adrift due to frequent changes in instructor/advisor. The new instructor in journalism has significant professional experience, necessary enthusiasm, commitment and people skills to revitalize this program.

FINANCIAL AID -- MARLENE MIRANDA

Significant Accomplishments: Expanded access and strengthened financial and support services to students

1. Allowed summer sessions to serve as a means for students to restore unit deficit to maintain satisfactory progress.
2. Improved process of services to students and enhanced program efficiency by cross training staff.
3. Enhanced Financial Aid Process-Safers.
4. Increased the number of students on Fee Waivers and Financial Aid programs. (Retention)
5. Created awareness of Financial Aid Programs throughout the campus.
6. Mailed information to 400 students who requested information at February assessment and senior day.

Impact:

The number of students maintaining financial aid eligibility increased. The number of financial aid students staying in school also increased over previous years. The use of technology will make the financial aid delivery system more efficient.

CAMPUS CHILDREN'S CENTER -- DIANE MONTANO

Significant Accomplishments: Strengthened the services of the Campus Children's Center by maximizing overall services

1. Provided 20 years of quality child care services to students, staff, and community.
2. Coordinated a networking committee to review and disburse child care grants and services for eligible students.
3. Connected the Child Care Center to the main frame and omnimail.
4. Collaborated with the Bursar's Office to collect unpaid child care debts through "Collectec" and "COTOP".

Impact:

A. Financial services to students are maximized by the coordination of programs available to students that provide assistance with child care tuition.
B. Strengthened communication access with main frame and omnimail.
C, Negative budget balance will be offset with aggressive collection measures.

MATRICULATION/STUDENT SERVICES -- KRIS NELSON

Significant Accomplishments: Strengthened matriculation services for new and returning students

1. Sent postcards to non-returning registrants in the Fall 1995 Semester.
2. Staffed three information booths first week of the Fall 1995 Semester.
3. Sent follow-up counseling probation letters with postcard, telephone call and workshops for Fall 1995 & Spring 1996 semesters.
4. Assessed 8708 students during Fall, Spring and Summer this year. Produced Assessment Training Manual.
5. Provided Assessment data to faculty via curriculum, Division Deans, Department Chairs, campus newsletter, and President's office for annual update.
6. Produced first draft of annual Recruitment Calendar in Enrollment Management Committee. Examined delivery services for overlap and gaps in specific times where we could do more to serve students: Solicited assistance from instructional faculty in matrix process.
7. Updated 1996-97 version of the Student Handbook.

Impact:

Sending postcards, information booths, follow-up counseling and telephone calls assisted all students in understanding that Matriculation simply means easy access and success at Cypress College. Staff members are more informed as to the needs of incoming students so that we can better serve them in the classroom.

COUNSELING -- BILL PARMENTER

Significant Accomplishments: Strengthened Counseling and related services for new and continuing students

1. Established decentralized counseling with the addition of a counseling facility adjoining the lobby in the Business--Carnegie House building.
2. The Division held "The Counselor as a Teacher" Colloquium on March 22-23, 1996, to provide a forum for counseling faculty to exchange teaching methods and update curriculum.
3. Implemented Project ASSIST services in the Transfer Center. This was aided by a campus grant of $6,250 from the ASSIST Board of Directors.
4. The Counseling Division actively participated in Enrollment Management activities by visiting Adult Education classes, increased high school contacts, made industrial visitations with instrumental staff, actively worked with all aspects of the organization, promotion and conducting of Senior Day activities.
5. In an effort toward effective Crisis Intervention strategies the Counseling staff recently completed a refresher course in "Non-violent Crisis Intervention". This renewed their certification and is offered by Penny Gabourie.
6. The Transfer Center has continued to service an ever-increasing number of students with individual counseling, college days, visitation by college and university representatives and use of our printed and technological resources. The 1995-96 total was 3631 students.
8. Student contacts with staff and the Career Planning Center totaled 13,109.

Impact:

A. Centralized counseling location should provide a needed service for new students. It will also serve as a location for walk-in registration counseling each semester and during summer sessions.
B. "The Counselor as a Teacher" Colloquium was an effective "team building" experience for permanent and adjunct counselors.
C. Project ASSIST will provide students with immediate accurate articulation information including: UC Transfer course lists, CSU Baccalaureate course lists, CSU GE Certification course lists, and articulation agreements between community colleges and CSU/UC campuses.
D. "Non-violent Crisis Intervention" improves the skills of the staff in managing disruptive, or out-of-control behavior which could ultimately benefit staff and students.
E. Our students are receiving current and accurate information which is and will continue to increase our transfer rate. The efficient operation of our Transfer Center is always praised by representative of other colleges.
F. Cypress students receive the services necessary to explore possible occupational, career and educational goals, as well as help for those seeking to, or needing to, change jobs or career fields at the Career Planning Center.

ADMINISTRATIVE AND STUDENT SERVICES – PATRICIA STANLEY

Significant Accomplishments: Improved the qualify and delivery systems of support services throughout the campus

1. Completed campus operational procedures manual
2. Coordinated the development of the Enrollment Management Plan.
3. Convened the Campus Marketing Committee.
4. Refined campus budget and planning process.
5. Revised procedures and practices in Admissions and Records.
6. Initiated programs to attract international students and promote faculty exchange activities.
7. Revised and enhanced graduation ceremony activities.
8. Improved student tuition fee payment by instituting credit card payment.
9. Coordinated the restructuring of the food services and bookstore operations.
10. Coordinated campus master plan and strategic plan processes.
11. Developed the Strategic Plan Report.

Impact:

Students will experience fewer barriers in accessing and utilizing services on campus Communication has been improved throughout the campus. The entire college community has been made aware of the budget and planning process for the campus. The campus has major plans and procedures to develop and access progress. The college has specific guidelines for measuring progress of goal attainment.

FOUNDATION – GAIL TAYLOR

Significant Accomplishments: Strengthened the effectiveness of the Foundation

1. Worked with Stanford University Business School Alumni Association to establish Foundation Strategic Plan.
2. Established an eight-member "Pull for Cypress Campaign" Committee for 1996-97 (on-campus annual fund campaign). Committee established plan of action and goals.
3. Directed 21st Annual Americana fund-raiser--surpassing our goal by $10,000, raising $120,000.
4. Developed "Alumnus of the Year" program.
5. Established "Benefactor of the Year" program.
6. Solicited, processed and presented more than $150,00 in scholarships.
7. Initiated preliminary plans to develop a capital equipment and technology campaign for Cypress College.

Impact:

These accomplishments enhanced the education of our students by providing needed funds for their education. The image of our campus was also strengthened through the publicity used to promote our successful students, staff, and alumni. Partnerships between the business community and Cypress College have been strengthened.

BUSINESS AND COMPUTER INFORMATION SYSTEMS – HANK TOBLER

Significant Accomplishments: Strengthened curriculum, programs, and staff in the Business and Computer Information Systems Division

1. Enhanced the Information Systems Department by installing 63 Pentium computers.
2. Strengthened the Court Reporting program by expanding and improving the course offerings.
3. Strengthened the division with hiring of new, highly qualified instructor to provide leadership in building the division.

Impact:

A. The purchase of 63 Pentium computers in the CIS area allows us to teach new courses using the Windows applications. The upgrade of the curriculum by instructors, the availability of the latest technology to our students meets the industry needs.
B. The new courses added to the Court Reporting program such as: Realtime Writing Concepts and Computerized Note Reading not only strengthens the curriculum but meets the industry needs. Our students now have the opportunity to learn the latest concepts being used in the industry.
C. The hiring of four new instructors in the Business and CIS Division will allow for much better continuity and learning environment for students.

VOCATIONAL-TECHNICAL -- HANK TOBLER

Significant Accomplishments: Strengthened curriculum and programs in the Vocational-Technical Division

1. Received grant approval for Advanced Transportation Technologies--Alternative Fuels.
2. Expanded the Automotive Technology program to include classroom and laboratory space in Technical Education.
3. Expanded Aviation articulation with Buena Park High School and Fullerton Airport (magnate school for aviation) to seek source of new enrollment and offer suggestions, help and resources.
4. Employed an additional full-time Culinary Arts instructor.
5. Strengthened outreach to industry in Automotive Collision through fund raising projects, seeking donations to provide needed equipment.
6. Purchased digital camera in Photography Department that will allow changes in curriculum.

Impact:

A. The grant for alternative fuels has given additional training to three faculty and one classified, to work to design curriculum, obtain tools and equipment in order to meet the present and future needs of students and industry. The expansion of the Automotive program has allowed sections to be added and a laboratory area where students can more easily work on projects adding to the learning environment.
B. The aviation program has been working closely with Buena Park High School on an articulation agreement. We are seeking sources of new enrollments, while offering suggestions, help and resources for a new program at the high school level.
C. Opened Cafe Cypress three days a week, providing a new look and menus for staff and students.
D. The outreach to industry in the Automotive Collision areas has resulted in donations of paint mixing machines for specific products and to inform a greater audience of our program. The donations allow the most up-to-date technology to be available to our students,
E. The purchase of the digital camera in the Photography Department allows for the instruction to be more complete and gives the student a deeper knowledge of the technology.

ATHLETICS -- DICK VAN VOORHIS

Significant Accomplishments: Provided opportunities for men and women student athletes to compete in Intercollegiate Athletics

1. Students experienced successful endeavors throughout the academic year: FALL SEMESTER--Women's Soccer 2nd in conference, 4th in State Play off; Mens Basketball - Lost in 1st round of State Play off; Women's Golf - Debbie Magana, Inaugural season of the sport placed 6th in the State Play Off; Wrestling--Heavyweight, David Wheeler, placed 6th and 177 lb. Derek Stonebarger placed 5th in State. SPRING SEMESTER-- Baseball - Conference Champions, 2nd in the State; Softball - Conference Champions, 5th in the State; Women's Swimming - Bernice Orewig, All-American Honors; Men's Tennis - Doubles team Dahn Dao and Alfred Gomez qualified for the So. Cal. Regionals.
3. Scott Pickler - Orange Empire Conference, Coach of the Year for Baseball; Brad Pickler - Orange Empire Conference, Coach of the Year for Softball.
4. Developed a new Athletic Coaches Handbook for our staff. This included a complete Commission on Athletics guide with supplements, an Orange Empire Conference guide, and all of the forms our coaches work with during the season. (Eligibility, Budget, Vehicle requests, etc.)
5. Established 50% athletic Counselor position.

Impact:

The accomplishments of the Cypress College athletic teams have an effect on the campus and the community as a whole. These accomplishments bring statewide recognition to our campus and is a very good marketing tool in recruiting student/athletes to Cypress College. With a quality educational and athletic experience the students receive at Cypress College they become excellent advocates for community college programs.

Part III, A.

Shared Governance

CYPRESS COLLEGE

SHARED GOVERNANCE AT A GLANCE

DEFINITION OF SHARED GOVERNANCE

At Cypress College, the shared governance process is a system whereby all affected persons have an opportunity to give input into decision making, directly or through representation, and have that input seriously considered. The rationale for the final decision shall be communicated to all (adopted by Colloquium, October 1995).

PURPOSE

The function of the President's Advisory Cabinet (PAC) is to serve as the primary recommending body to the College President on the establishment of policies within the scope of the Cabinet and its shared governance committees. The shared governance policy should be one that functions within (1) the mandates of AB 1725, the California Education Code, and Title 5 Regulations, (2) the Collective Bargaining Agreements, (3) the policies of the Board of Governors and the NOCCCD Board of Trustees.

STRUCTURE

Shared governance at Cypress College is embodied in the President's Advisory Cabinet, and represents an operational element of shared governance at Cypress College. The Academic Senate represents the faculty on academic and professional matters as defined in Title 5 of the California Education Code on Strengthening Academic Senates. The United Faculty represents the faculty on wages, hours and working conditions, and on contractual matters. The California School Employees Association (CSEA) represents the classified staff on wages, hours, working conditions, and contractual matters. The District Management Group (DMG) represents Cypress College managers and their views regarding affected areas in deliberating and formulating decisions. Students are represented by the Associated Students and have rights as defined in Title 5. PAC cannot deal with topics or concerns given to other groups by law, regulation or Board regulations. The shared governance process allows for recommendations to the College President on policies and regulations of the college.

COMPOSITION OF PAC MEMBERSHIP

PAC was established in 1966, reorganized in 1972 to include faculty, classified and student representation, and was redefined in 1995-96. The permanent members of PAC are:

College President
Executive Vice President
District Management Group (DMG) Representative
Two CSEA Representatives
Confidential Representative
Academic Senate President
Academic Senate President-Elect
Academic Senate Past-President
United Faculty Representative
Associated Students (AS) President
Member appointed by the President

Each constituent member retains all rights granted by State Law, the Education Code, and Board regulations. These constituent groups cannot give away such rights to PAC. The shared governance process at Cypress College is to bring together all of these constituent groups in order to facilitate the development of college-wide policy recommendations.

FUNCTION

PAC functions to convey to the President the views of the campus community on matters relevant to the orderly functioning of the College; to share in decision making by determining which college committees or task forces are needed or should be activated; to disseminate and interpret policy, regulations and procedures to the various segments of the college community. Access to PAC is available to all constituencies. All actions of PAC will be communicated to its constituencies in the form of full minutes. These minutes will reflect full discussion, including the intent of PAC.

PAC may elect to have the following committees:

1. Shared governance committees are college-wide committees with representation from all constituencies. These committees make recommendations to PAC on a regular basis. The chairs of these committees may serve as non-voting resource members of PAC on an as needed basis. The President will meet with the chairs of the shared governance committees at the beginning of each semester. Recommendations of shared governance committees shall be presented to PAC and approved prior to campus implementation. Minutes of shared governance committees shall be forwarded to each PAC representative.

   Cypress College Shared Governance Committees:

   - Academic Senate
   - Affirmative Action
   - Budget and Planning
   - Catalog, Registration and Scheduling
   - Curriculum
   - Instructional Quality Assessment
   - Matriculation
   - Multicultural Studies
   - Petitions
   - President's Advisory Cabinet
   - Staff Development

2. Ad Hoc Committees may be created as needed to deal with college-wide issues. Recommendations will be submitted to PAC prior to implementation.

3. Task Forces may be created as needed to deal with specific (single item) issues relevant to campus or district affairs. Recommendations will be submitted to PAC for approval prior to implementation.

4. Committee membership: Internal composition and function statement of each Shared Governance Committee or Ad-Hoc committee is determined by that committee and recommended to and approved by PAC. Composition and a description of the function of each committee is contained in the college's faculty handbook. Representation on each Shared Governance Committee is updated annually. The handbook is distributed to all full-time faculty and key office locations on campus.

PAC Meetings - shall be published in the Academic Calendar. At its last regularly scheduled meeting of the academic year, PAC will set the time and date of its meetings for the next year. PAC will use consensus as its voting method. For operational purposes a consensus is achieved when there is no more than one (1) dissenting vote. PAC will operate under guidelines established by Robert's Rules of Order, Revised.

A quorum - consists of 6 of the 11 members of PAC who are in attendance at five minutes past the meeting's scheduled starting time.

Substitutes - identified by PAC member may be allowed when the member is unable to attend meetings.

Agenda - PAC will ordinarily generate its agenda from items submitted by the members of PAC. Others who desire to have items placed on a meeting's agenda should first contact their PAC representative; or, if necessary, they can contact the college president, who chairs the PAC.

Minutes - PAC minutes are taken by a non-voting recording secretary. Minutes of PAC will be published and distributed to key offices on campus. Actions will be recorded on the PAC Action Form and kept in a notebook by the recording secretary. It is the responsibility of the Chair to prepare and distribute the agenda, conduct meetings of PAC and report on the status of action items.

RECOMMENDATIONS/DECISION MAKING

Recommendations from shared governance committees, ad hoc committees, and task forces shall be presented to PAC for action. The chair of each committee shall inform its members when such recommendations are being submitted to PAC. PAC normally does not develop policy. Policy is recommended to PAC by the shared governance committees. PAC may accept a recommendation from a Shared Governance Committee and pass it on to the College President, or it may reject a recommendation from the Shared Governance Committee and send it back to that committee. PAC normally may not change a recommendation from a Shared Governance Committee before passing it on to the College President.

The College President will normally accept the recommendations of the shared governance process, and only for compelling reasons will the recommendations not be accepted. For example, in instances where the President elects to provide for mutual agreement with the Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the college to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the President may act after a good faith effort to reach agreement only for compelling legal, fiscal, or organizational reasons. If the College President does not accept the recommendations of the shared governance process, the reasons for not accepting the recommendation(s) will be communicated in writing to the members of PAC.

FIRST READING: February 1, 1996
SECOND READING: March 7, 1996
DATE ADOPTED: April 10, 1996

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Part III, B.

Enrollment Management

CYPRESS COLLEGE

ENROLLMENT MANAGEMENT PLAN

Meeting our FTES Target for 1996-97

GOAL

Increase FTES in 1996-97 to bring the campus above our annual FTES target, involving all stakeholders at Cypress College.

TARGETS

Generate FTES in Summer 1996, Fall 1996, and Spring 1997 for total of 10,066 FTES

FORMULA

Recruitment + Enrollment + Retention = Outcome FTES.

OVERALL FOCUS

CUSTOMER SERVICE

-Focus for Recruitment > personal contacts-
- Focus for Enrollment & Retention > increased faculty involvement-

PLAN: RECRUITMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Objective: Recruit 1,500 additional students during Summer 1996, Fall 1996, & Spring 1997					
RECRUITMENT STRATEGIES (Focus on personal contact)					
Increase outreach to feeder high schools	Marlene Miranda Student Ambassadors Teaching & Counseling Faculty SEDC	$ 5,000	Marketing budget Cash allocation from District	Each semester including summer	200
Host feeder high school principals on campus, as well as community center directors & student body presidents	Mike Kasler Dave Wassenaar Associated Students DSPS	600	Marketing budget Cash allocation from District	Principals & student body presidents in fall, counselors & community centers in spring	75
Increase media contacts, including OC4 Consortium, advertising related to removal of $50 fee for BA Degree • Press releases • Public service announcements • Campus newspaper • Feeder school district newsletters • Financial aid information on campus & financial aid workshops	Alan Lombardi Robert Mercer Marlene Miranda	-0-	N/A Currently budgeted	Throughout year Each semester	150
Continue EOPS outreach activities • Community outreach • Information tables on campus • Information to churches, malls, & community festivals	Fred Calhoun SEDC	6,000	Marketing budget + *additional from EOPS*	Each semester year-round	200
Send counselor with applications into Adult Continuing Education classes prior to each semester, including summer	Bill Parmenter Tom Parisi	-0-	N/A	Prior to each registration period	50

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PLAN: RECRUITMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Encourage faculty/staff to enroll in classes, as interested, by simplifying their registration process during STAR	Stephanie Hammond	-0-	N/A		10
Provide student leadership conference on campus for potential leaders from high school	Associated Students Dave Wassenaar	*$ 1,000*	*Associated Student budget*	*Fall*	10
Print notice on Permit to Register envelope that BA fee has been discontinued	Stephanie Hammond	-0-	N/A	Prior to each registration period	
Provide college preparation sessions for high school students to promote dual enrollment & continued enrollment	Aaron Hatch SEDC	6,000	Community service dollars	Spring & fall	50
Coordinate with the Resource Group Survey to reach selected Orange County companies with information on retraining programs at Cypress College	Kay Bruce Karen Rewers Sherrie Skolnik	*10,000*	*JTPA* *VATEA*	Spring 1996 Spring 1997	75
Send postcards encouraging potential students who have applied & not registered & to continuing students who have not registered	Gail Taylor Stephanie Hammond	6,500	Marketing budget	During each registration period	25
Invite high school students & their parents to college & to participate in parent workshops at high schools	Committee chaired by Bill Parmenter: Aaron Hatch Marlene Miranda Kris Nelson Deidre Porter Gail Taylor Chris Terry	1,500	Marketing budget	Ongoing	25
Conduct workshops for parents of current students, targeting parents who themselves have not been to college	Committee listed above	1,500	Marketing budget	Ongoing	25
Send schedules to feeder high schools & districts for offices & faculty lounges	Mike Kasler Transfer Center Staff	-0-	N/A	Each semester	10

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PLAN: RECRUITMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Provide program materials at the Cypress College Swap Meet prior to each semester	Carol Sanfilippo Arnette Guyer Volunteers	-0-	N/A	Saturdays/Sundays in July, August, December, January, April, May	75
Produce campus-wide brochure, with tear-off for schedule, for a coordinated recruitment strategy for all outreach activities	Marketing Committee: Robert Mercer, Chair Kay Bruce Carlene Gibson Donna Hatchett Patty Kishel Alan Lombardi Pat Stanley Ken Stumpff Gail Taylor	$20,000	Marketing budget	Spring 1996	
Increase outreach to international & out-of-state students	Tom Cooper Stephanie Hammond Donna Landis Pat Stanley	-0-	N/A	Ongoing	50
Produce yearly recruiting calendar with all information as to: • all outreach activities • who is going where, with what information • eliminate duplications & coordinate efforts	Pat Stanley Kris Nelson Alan Lombardi	-0-	N/A	Spring 1996	
Recruitment Strategies are targeted to: • High school students • Adult Continuing Education Students • Faculty & staff at Cypress College • Unemployed or persons at risk for unemployment • Companies with employee reimbursement programs • Senior citizens • Parents/spouses of current students • Educators at other sites • International & out-of-state students • Kindercaminata parents					

PLAN: ENROLLMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Objective 1: Increase the number of classes offered by scheduling additional class sections. ***Objective 2***: Increase the number of students using STAR registration; implement ATM debit/credit card payment by STAR.				Each semester Spring & Fall 1996	
ENROLLMENT STRATEGIES (Focus on increasing faculty involvement)					
Streamline Admissions & Records/Bursar procedures • Arrange for free schedules at numerous convenient locations, i.e., Admissions & Records; Assessment Center; Bookstore; Financial Aid; Food Services; Student Activities; & at malls, schools, churches, community centers, & public libraries • Consolidate & simplify fine payments from Admissions & Records; Bursar; Library; Physical Education; Security Office, using Electronic Reporting System & OmniMail • Add computers & revise procedures for increased efficiency in Admissions & Records & fee-payment system	Catalog, Registration, & Schedule Committee	-0-	N/A	Ongoing	
Review additional units to be added to the schedule, particularly in highly impacted departments, i.e., remedial, transfer, general education & occupational courses	Instructional Administrators	-0-	N/A	During each schedule cycle	
Use free Schedule of Classes as a PR tool for truly interested persons at malls, Swap Meet & one week on campus for returning students	Catalog, Registration & Schedule Subcommittee Marketing Committee	-0-	N/A	Spring 1996 & ongoing	
Research sending class schedule in local PENNY SAVER or with newspaper to reach community	Alan Lombardi	-0-	N/A	Spring 1996	

PLAN: ENROLLMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Conduct institutional research to answer questions: • Is Cypress offering the classes students want & need for transfer? • Is Cypress offering classes at best time & in best packages for student access?	Instructional Administrators considering IQA Summary Report & WSCH Reports	-0-	N/A	Each term	
Initiate plans for afternoon, weekend, intersession & short-term classes	Instructional Administrators	-0-	N/A	Spring 1996 & ongoing	
Encourage students to take advantage of additional course offerings to assist in meeting educational goals	Entire college-wide learning community	-0-	N/A	Ongoing	
Conduct pre-registration meeting each semester of all campus stakeholders to assure all information to students & potential students is consistent	Catalog, Registration, & Schedule Committee	-0-	N/A	Prior to each registration period	
Mail applications to all students who withdrew prior to census date	Carlene Gibson	$ 1,500	Marketing budget	Each term census date	
Consolidate student services & have consistent office hours for all locations students visit during registration procedures; have all offices open in evenings to serve students who attend at night (35-40% of student population) • Admissions & Records • Assessment Center • Bookstore • Bursar • Children's Center • Counseling • Division Offices • Financial Aid/Job Placement • Health Center • Library • Photo I.D. • Production Center • SEDC	Catalog, Registration & Schedule Subcommittee recommendation to President's Advisory Cabinet	-0-	N/A	Spring 1996	

PLAN: ENROLLMENT	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Initiate a "call-one-student-per-day" faculty campaign to encourage students to stay enrolled in classes	Academic Senate & all faculty	-0-	N/A	Fall 1996, Spring 1997	250
Coordinate permanent signage for campus registration that can be stored during non-registration periods	Marketing Committee Gail Taylor Alan Lombardi Bill Parmenter	$15,000	Marketing budget		
PLAN: RETENTION					
Objective: Increase retention 10% between Fall 1996 and Spring 1997					
RETENTION STRATEGIES (Focus on increasing faculty involvement)					
Place informational TV's on campus & at Swap Meet	Gail Taylor Mike Kavanaugh			August 1996	
Prepare access map for persons with disabilities	Arnette Guyer	-0-	N/A	Fall 1996	
Place additional directories on campus, i.e., "you are here" map with main locations noted	Arnette Guyer	*30,000*	*Parking fees*	August 1996	
Place clear, easily-read signs for campus building locations in parking lots; place permanent signs on campus buildings regarding programs within	Arnette Guyer	30,000	Parking fees	August 1996	
Expand Job Placement to include job development, internships, & a mentor ship program utilizing businesses in the community	Fred Calhoun SEDC	5,000	EOPS Job Placement	Spring 1996	10
Involve faculty in a limited early-alert process by monitoring some high-risk classes for potential dropouts	Academic Senate Selected faculty	-0-	N/A	Fall 1996	50
During collection period, send postcards to students who have only partially paid fees	Renie Harter Bursar's Office	6,500	Bursar	Each semester	25

PLAN: RETENTION	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Send postcard reminders in early spring to all students potentially eligible for graduation	Carlene Gibson	$ 300	Cash allocation to A&R	Each January	10
Initiate a "call-one-student-per-day" campaign to encourage students to complete their programs & educational goals	Academic Senate Associated Students	-0-	N/A	Fall 1996 Spring 1997	25
Promote STAR registration • Posters on campus • Personal contacts to encourage current students to utilize new telephone registration system/credit card payment • STAR emphasized in Schedule of Classes, Catalog, & recruitment materials	Marketing Committee All Cypress College Staff Gail Taylor, Arnette Guyer, Alan Lombardi Catalog, Registration & Schedule Committee Marketing Committee	-0-	N/A	Ongoing	
OVERARCHING STRATEGIES					
Survey students at Photo ID location--"Why did you come to Cypress College?"	Dave Wassenaar Associated Students	-0-	N/A	Fall 1996	
Incorporate Enrollment Management Evaluation into Instructional Quality Assessment	Pat Stanley Instructional Administrators	-0-	N/A	Fall 1996	
Finalize campus master schedule after District sets District calendar • Publish campus master calendar • Publish in Schedule	Instructional Administrators Catalog, Registration, & Schedule Committee	-0-	N/A	One month after District calendar is set	
Pursue a two-year calendar	Negotiating teams	-0-	N/A	Ongoing	
Survey community • Best times • Interest in weekend, afternoon, short-term courses • Additional questions on application	Campus researchers or company such as Clarus Admissions & Records	50,000 -0-	To be determined N/A	Summer 1996 During each registration period	
Continue bank of phones outside orientation area for immediate STAR registration	Cathy San Roman	-0-	N/A	During each registration period	

PLAN: OVERARCHING	*PERSONS RESPONSIBLE*	*COST*	*SOURCE OF FUNDING*	*TIME LINE*	*TARGET NO. OF STUDENTS*
Provide pre-application & registration for secondary feeder high school students	Carlene Gibson Michael Kasler Outreach teams of student ambassadors, A&R, Financial Aid, Assessment & Orientation personnel	In other strategies	Varied	Two high schools, Spring 1996	75
Reinstate Honors Program	Instructional Administrators	To be determined	To be determined	1996-97	To be determined
Utilize a cadre of student ambassadors	Associated Students Marketing Committee Admissions & Records	$ 20,000	Marketing budget	Fall 1996	
Total funds needed from increased budgets	Pat Stanley Budget & Planning Committee	134,000	Increased budget to Marketing, Bursar, Admissions & Records, SEDC, etc.	1996-97	
Funds from other sources	Fred Calhoun Arnette Guyer Kay Bruce Associated Students	82,000	EOPS Parking fees VATEA JTPA Student fees		

Part III, C.

Strategic Plan

CYPRESS COLLEGE
STRATEGIC PLAN

1996-2000

BRINGING 30 YEARS

OF EXCELLENCE

INTO THE NEXT MILLENNIUM

President's Message . . .

The planning committee earnestly developed a planning process to bring about College-wide participation.

The persistent need for "change" throughout the institution was a major theme throughout the planning cycle. This theme was embraced by the planning committee as a bridge to be crossed in the search for a strategic plan meaningful and compatible with the "core" values of Cypress College.

The planning process required the College to reexamine itself and to make plans to address changes needed for the future. The direction of the strategic plan suggests a campus capable of drawing on the creative energies of both campus personnel and district resources to provide new approaches to learning and new ways of assessing that learning.

Ultimately, the future of Cypress College rests with us - the personnel of the College. We must agree upon our expectations so that we can focus our resources on students. We anticipate that this plan will result in action plans leading to successful change at Cypress College to better serve our students. I believe that this new strategic plan offers a systematic approach for us to move into the 21st century.

Dr. Christine Johnson
President

Introduction

As Cypress Colleges moves toward a new century and into the next millennium, the Strategic Planning process allows our college community to plan for the changes that are necessary to effectively serve students and the community in the future.

Cypress College is committed to a planning process in which the College vision, directions, and goals are implemented and continuously reviewed, assessed, and updated. Since planning is vital to the success of this institution, the College engages all its members in the planning process to ensure broad-based participation in decision making. Planning ensures that the College continues to be dynamic, current, visionary, and effective in its delivery of services.

The Budget and Planning Committee was established in 1995-96, its role and representative membership confirmed with the President's Advisory Cabinet approval of a new committee structure and a shared governance process. Combining two former committees into one assures that budget decisions follow the priorities set in the Plan. The Committee has formalized the budget decision-making process, and it is published in the Cypress College Operational Procedures Handbook (Section IV, page 2). The Budget and Planning Committee is also the recognized planning governance structure for campus.

The Cypress College Strategic Plan is developed every four years and is an exercise in participative management that provides for input from all campus constituencies through the mechanism of shared governance committees. The strategic planning process begins with a thorough review of all campus planning documents by the Campus Budget and Planning Committee, proceeds through a ritual of review and consensus by campus constituencies, and culminates in the drafting of a Strategic Plan that is presented by the College President to the District. To assure continued adherence to the Strategic Plan, an "Annual Implementation Plan" is reviewed each fall.

After reviewing planning documents in Fall, 1995, the Budget and Planning Committee identified a vision and five directions for the 1996-2000 Plan that were validated by the work of 59 Planning Assembly participants in Spring, 1996. The assembly found the goals submitted by various institutional areas and other goals the assembly participants identified fit under those five directions, and all goals supported the vision to Build a College-wide Learning Community. Yearly action plans to support the vision, directions, and 39 goals in this Strategic Plan are required by all areas within the College to define measurable objectives and specify who is held responsible for the objective and when it is targeted for completion. The strategic planning process (see Operational Procedures Handbook, Section IV, page 8) requires the Budget and Planning Committee to review accomplishments related to the Plan each year; to provide an Annual Implementation Plan; and to base budget decisions on the updated plan. Note: other campus plans, i.e., Technology Plan, Student Equity Plan, and Enrollment Management Plan support the goals found in the Cypress College Strategic Plan.

The 1996-2000 Cypress College Strategic Plan will be used to move Cypress College from its previous 30 years of excellence into the next millennium through the vision, directions, and goals found on the following pages.

Dr. Patricia Stanley
Budget and Planning Committee Chair

Budget & Planning Committee Members
1995-96

Pat Stanley, Chair

Dick Bettendorf

Dana Brown

Kay Bruce

Terry Casteel

Susan Meyer

William Parmenter

Alan Ransom

Myhanh Vu

VISION - BUILD A COLLEGE-WIDE LEARNING COMMUNITY

Direction One: Fostering a positive learning environment for all students and staff.

Goals:

- Identify and meet the changing needs of learners.
- Maintain high academic standards that accurately reflect student-centered learning.
- Improve ongoing support services to promote each student's success in obtaining educational goals. (Also supports directions 3 & 5).
- Improve student retention.
- Encourage students to actively participate in campus life.
- Reconfigure space for more effective delivery of services. (Also supports directions 4 & 5).
- Provide a secure environment. (Also supports directions 4 & 5).
- Promote shared governance that ensures appropriate involvement for all members of our college community.
- Expand efforts to establish open channels for accurate, honest, and timely exchange of information and ideas.
- Promote motivational training for all staff for professional and personal growth.
- Expand integration of demographic and cultural diversity. (Also supports direction 4).
- Increase awareness of the need for accommodation for persons with disabilities.
- Promote individual responsibility for participating in the campus community.
- Support activities for celebration of achievements and accomplishments. (Also supports direction 3).

Note: College-wide learning community is inclusive of all students, faculty, classified staff, and administrators working with or supporting day, evening, and Adult Continuing Education programs at Cypress College. Different learning community members will not be specifically named over and over in this document, as all are always involved.

VISION - BUILD A COLLEGE-WIDE LEARNING COMMUNITY

Direction Two: Developing and refining the utilization of technology.

Goals

- Provide access to technology to support the learning community.
- Provide adequate leadership and support personnel to coordinate, plan, train, and support the increased use of technology. (Also supports direction 4).
- Provide professional development for integrating technology into the work place, including classrooms, laboratories, and offices.
- Increase campus-networking infrastructure to deliver information in a variety of settings and media.
- Plan and implement a system for providing replacement of outdated technology and the acquisition of new technology.
- Utilize research as a tool to enhance learning.

VISION - BUILD A COLLEGE-WIDE LEARNING COMMUNITY

Direction Three: Forming collaborative alliances both internally and externally.

Goals

- Encourage participation by and with the community on an ongoing basis.
- Develop partnerships within and beyond the campus.
- Improve enrollment management through marketing and articulation.
- Increase job opportunities for students/alumni by expanding contact with community agencies and business.
- Respond to the needs of public and private agencies, business and industry.
- Increase numbers of out-of-state and international students by expanding outreach efforts and program opportunities.

VISION - BUILD A COLLEGE-WIDE LEARNING COMMUNITY

Direction Four: Restructuring the organization and its delivery system for greater efficiency and effectiveness.

Goals

- Integrate and coordinate instruction and all student services.
- Promote student success through strengthening support services.
- Provide equitable services and resources to all day and evening students. (Also supports directions 2, 3, & 5).
- Coordinate services enabling efficient entry to and exit from the college for all students.
- Provide a higher level of customer service.
- Establish a research system to support and enhance learning. (Also supports direction 5).
- Create an effective campus-wide crisis-response team.

VISION - BUILD A COLLEGE-WIDE LEARNING COMMUNITY

Direction Five: ***Developing and managing new and existing physical, financial, and human resources.***

Goals

- Improve the maintenance level of the physical plant. (Also supports direction 1).
- Identify and expand fund-raising efforts to run viable programs.
- Provide quality food services. (Also supports direction 4).
- Increase college-wide awareness of programs and services available to students, e.g., training programs on campus and within the District
  - financial aid opportunities
  - Children's Center services
  - international student programs
  - personal health and wellness programs
- Upgrade facilities to meet the teaching and learning needs of the institution.
- Improve the process and delivery of purchasing goods and services for the campus.

Acknowledgments

The Budget and Planning Committee is very grateful to the Planning Assembly Committee whose diligent work and organizational abilities allowed 59 participants (faculty, staff, administrators, students, and community representatives) to successfully come to consensus on the 1996-2000 college goals. These individuals are:

Fred Calhoun
Thomas Cooper
Susan Meyer
Sue Parmenter
William Parmenter
Dick Ryerson, Facilitator

Pat Stanley, Chair

Sue and William Parmenter worked with the following who facilitated group work at the Planning Assembly:

Terri Casteel
Richard McIntosh
Susan Meyer
Tom Parisi
Jim Phillips
Carol Schneebeck

Special thanks also to Alan Ransom who compiled the Learning Community Survey data; to Minh Tam Raubolt for her secretarial support; and to both Minh Tam and Dennis Abano for their assistance before and during the Assembly.

Planning Assembly Participants

Peggy Austin
George Beloz
Pam Bettendorf
Dana Brown
Kay Bruce
Fred Calhoun
Bonna Campellone
Terri Casteel
Nancy Childers
Keith Cobb
Thomas Cooper
Helena DeCoro
Carlene Gibson
Jan Godke
Arnette Guyer
Stephanie Hammond
Andrea Hannon
Renie Harter
Aaron Hatch
Diane Henry
Jay Henson
Greg Holcombe
Michael Jacobs
Danette Jakum
Christine Johnson
Jay Kanaan
Michael Kasler
Chris Kelly
Joke Koo
Velia Lawson
Nilo Lipiz
Linda Luna
Mark Majarian
Richard McIntosh
Susan Meyer
Albert Miranda
Marlene Miranda
Diane Montano
Arlene Myers
Keith Nelson
Kris Nelson
David Okawa
Cindy Owens
Tom Parisi
Sue Parmenter
William Parmenter
Jim Phillips
Kathy Pitts
Alan Ransom
Tom Reeve
Karen Rewers
Carol Schneebeck
Larry Shackleton
Pat Stanley
Vicki Sykes
Chris Terry
Hank Tobler
Dick Van Voorhis
David Wassenaar